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A PROPOSED JUNIOR HIGH SCHOOL
FOR THE ANKENY COMMUNITY
SCHOOL DISTRICT

A Field Report
Presented to
The Graduate Division
Drake University

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
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CHAPTER I

THE PROBLEM, DEFINITION OF TERMS USED, AND SURVEY OF RELATED LITERATURE

I. INTRODUCTION

The junior high school is now nearly fifty years old and it has developed a history of its own. The purpose, the place, and the future of the junior high school are not always understood. Lounsbury maintained that the junior high school should serve only as a transition period from childhood to adolescence while Strickland asserted that the junior high school is unique to American education and that its importance will be greatly increased in the future.^{1, 2}

Some educators, such as Lounsbury, have stated that the purpose of the junior high school is to offer a general education and a review of basic skills learned in the elementary school.³ Still other educators, such as Frasier, have maintained that a highly specialized program should be

¹John H. Lounsbury, "Junior High School Education," The High School Journal, XLIII (January, 1960), 143-150.

²Virgil E. Strickland, "The Role and Significance of the Junior High School in the Total School Program," The Bulletin of the National Association of Secondary-School Principals, XLVI (October, 1962), 69-77.

³Lounsbury, op. cit., p. 148.

offered at the junior high school level.¹

Conant,² Lounsbury,³ Trump,⁴ and Noar⁵ have made extensive studies and critical evaluations of the junior high school and its total program. These writers claimed that a critical examination of the junior high school by educators was necessary to create a good junior high school program which would meet the needs of the community and the individual student.

II. THE PROBLEM

Statement of the problem. In 1964-1965, the Ankeny Junior-Senior High School was to be divided into separately operated and administered junior and senior high schools. The purpose of this study was to plan a three year junior high school consisting of grades 7, 8, and 9. It was

¹James E. Frasier, "What Educational Program is Needed in the Junior High School," The Bulletin of the National Association of Secondary-School Principals, XLII (April, 1958), 113-117.

²James B. Conant, Education in the Junior High School Years, Educational Testing Service (Princeton, New Jersey, July, 1960), pp. 16-37.

³Lounsbury, op. cit., pp. 143-150.

⁴Lloyd J. Trump, "Curriculum Changes for the Sixties," The Bulletin of the National Association of Secondary-School Principals, XLVII (February, 1963), 13.

⁵Gertrude Noar, The Junior High School Today and Tomorrow (Englewood Cliffs: Prentice Hall, Inc., 1956), p. 310.

necessary to formulate and plan (1) curriculum, (2) staff, (3) facilities, (4) organization, and (5) schedule for Ankeny Junior High School.

Justification of the problem. The Ankeny Community School Board voted to change the administrative structure of the Ankeny Community School in the year 1964-1965. The school system was operating with a six-two-four type of administrative organization. Ankeny Junior High School will be changing from a 7th and 8th grade administrative unit to a separately organized and administered 7th, 8th, and 9th grade unit in 1964-1965.

Statement of procedure. The following methods were used in the study of this problem: A survey of literature was made to determine curriculum and schedules proposed by writers in the fields of school organization and administration. An interview questionnaire was developed to use in gathering information on (1) curriculum, (2) staff, (3) facilities, (4) organization, and (5) schedule for the Ankeny Junior High School. A copy of the interview questionnaire was presented to the respective junior high administrators before each interview. A survey of the local Ankeny Community School District records relating to the study of the junior high school was made. Information gathered was organized, presented and used in planning the junior high

school for 1964-1965.

The report is presented in three chapters. The first chapter presents the statement and justification of the problem, the procedure, definition of terms used, and a review of the related literature. The second chapter is a presentation of data related to the problem. The third chapter presents the summary, conclusions, and recommendations for the establishment of a three year junior high.

III. DEFINITIONS OF TERMS USED

Academic course. Academic course in this report referred to the basic curriculum subjects of communicative skills, social studies, mathematics, and science.

Non-academic course. Non-academic courses in this report were those subjects which were part of the curriculum other than the basic curriculum such as physical education, homemaking, industrial arts, art, vocal music, and band.

Straight departmentalization. Straight departmentalization should be interpreted to mean a teacher instructing only in a specific field.

Block of time. Block of time was used in this study as meaning two or more subjects taught by the same teacher to the same students for more than one period of time.

IV. SURVEY OF RELATED LITERATURE

A review of the literature has shown that the junior high school was a product of 20th century America. The junior high school has grown up right along with the tempo of the times. Lounsbury indicated that social, economic, and political developments of the past half century, supported by existing educational theory and practice, have been instrumental in the organization and growth of the junior high school.¹

Smith, Standley, Hughes,² and Conant³ agreed that the original purposes of the junior high school no longer existed. Those purposes such as retention of pupils in school and economy of time for convenience to the elementary and secondary programs were rarely found in existing philosophy concerning the purposes of the junior high schools of today. Continued investigation and evaluation of existing junior high school practices and philosophy were necessary to maintain and develop the total program at the junior high level.

Concerning such investigation and evaluation of junior

¹John H. Lounsbury, "How the Junior High School Came to Be," The Education Digest, XXVI (March, 1961), 13-15.

²Maurice M. Smith, L. L. Standley, and Cecil S. Hughes, Junior High School Education (New York: McGraw-Hill Book Company, Inc., 1942), pp. 23-30.

³Conant, op. cit., pp. 9-10.

high school practices Trump suggested that the sixties could claim no phenomena in educational change. The tempo had been steady since about 1890. He said, "The schools of today are better than the schools of yesterday and tomorrow's school will show further improvement."¹

The studies which existed, such as one developed by the Association for Supervision and Curriculum Development in 1961,² and the one developed by the Iowa State Department of Public Instruction in 1960,³ showed that reexamination and evaluation of the junior high school program was essential to the improvement of practices and procedures.

Curriculum. The Iowa State Department of Public Instruction stated:

It should be kept in mind that the purpose of the junior high school curriculum is to provide opportunities for a broad, general education rather than specialization. The effectively organized junior high school will provide for the continuing development of the basic skills such as letter writing and, in addition will encourage the pursuit of activities in many other areas.⁴

¹Trump, loc. cit.

²National Education Association, The Junior High School We Need, A report Prepared by the Association for Supervision and Curriculum Development (1201 Sixteenth Street, N. W., Washington 6, D. C.: National Education Association, 1960), pp. 14-31.

³Iowa State Department of Public Instruction, Junior High Schools for Youth, A Report Prepared by the Junior High Schools Handbook Committee (Des Moines, Iowa: State Department of Public Instruction, 1960), pp. 1-8.

⁴Ibid., pp. 15-16.

Jordan affirmed, "Junior high students can't be treated as a herd. They must be accepted as they are and instructed at a speed consistent with their ability."¹

The Committee on Curriculum Planning and Development of the National Association of Secondary-School Principals determined ten imperative needs of junior high school youth. Five of the needs had a direct relationship in the objectives of good curriculum planning.²

Imperative Need Number I. All junior high school youth need to explore their own aptitudes and to have experiences basic to occupational proficiency.

Imperative Need Number IV. All junior high school youth need experience and understanding, appropriate to their age and development, which are the foundation of successful home and family life.

Imperative Need Number VI. All junior high school youth need to learn about the natural and physical environment and its effects on life and to have opportunities for using the scientific approach in the solution of problems.

Imperative Need Number VII. All junior high school youth need the enriched living which comes from appreciation of and expression in the arts and from experiencing the beauty and wonder of the world around them.

Imperative Need Number X. All junior high school youth need to grow in their ability to observe, listen, read, think, speak, and write with purpose and appreciation.

¹J. W. Jordan, "What Are Appropriate Emphasis in the Junior High School Curriculum?" The Bulletin of the National Association of Secondary-School Principals, Vol. XLVI (October, 1962), 7-8.

²Iowa State Department of Public Instruction, loc. cit.

A minimum education for early adolescents was recommended in a report by the Association for Supervision and Curriculum Development and general criteria were developed. A modern instructional program was deemed necessary in all areas to provide an adequate curriculum offering and included physical education program.¹

Conant made fourteen definite recommendations for the total junior high school program. Recommendations 1, 2, 3, and 10 have a direct relationship to curriculum.²

Recommendation 1. The following subjects should be required of all pupils in grades 7 and 8; English (including heavy emphasis on reading skills and composition), social studies (including emphasis on history and geography), mathematics (arithmetic except as noted in Recommendation 2), and science.

In addition, all pupils should receive instruction in art, music, and physical education. All girls should receive instruction in home economics and all boys instruction in industrial arts.

Recommendation 2. A small fraction of pupils should start algebra (or one of the new brands of mathematics) in grade 8. Some, if not all, pupils should start the study of a modern foreign language on a conversational basis with a bilingual teacher in grade 7.

Recommendation 3. Instruction in the basic skills begun in the elementary school should be continued as long as pupils can gain from the instruction. This statement applies particularly to reading and arithmetic.

Pupils with average ability should read at or above grade level; superior pupils considerably above grade level. By the end of grade 9 even the poorest readers (except the mentally retarded) should read at least at the sixth grade level.

¹National Education Association, op. cit., p. 15.

²Conant, op. cit., pp. 16-30.

Recommendation 10. In the ninth grade, the curriculum should provide for the usual sequential elective program as well as the continuation of the required courses in general education.

Staff. It is imperative that individuals on the staff of the junior high school understand the adolescent and also recognize the child in each student. In writing on this subject Jung advised that teachers were needed who understood child development and who recognized the wide range of differences among children existing in grades 7, 8, and 9; teachers able and willing to cope with the total development of the pupil in all aspects of growth.¹ The Iowa State Department of Public Instruction stated:

A junior high school teacher should have training in (1) philosophy of education (2) curriculum development (3) psychology of adolescence (4) history and education of the junior high school (5) methods of teaching including the use of audio-visual and other enrichment aids and (6) guidance and its functions.²

The number of members on the junior high school staff vary with each school; however, the following recommendation gives some indication of how many personnel are needed: The Iowa State Department of Public Instruction agreed with Gruhn and Douglass that a staff in a school with a population of

¹Christian W. Jung, "The Teachers We Need," The Bulletin of the National Association of Secondary-School Principals, XLVII (February, 1963), 21-25.

²Iowa State Department of Public Instruction, op. cit., p. 47.

301 to 600 should number from seventeen to thirty-two. This would include people with part-time duties in other areas.¹

An adequate staff in a three year junior high school according to Conant would include:

A balanced staff of 50 professionals for 1,000 pupils is the minimum acceptable ratio for an adequately staffed school system. A higher ratio of professional staff to pupils is desirable.

The teacher load in grades 7-12 should be approximately the same in most subject areas. The reasonable limits of this load are five teaching periods involving 125-150 pupils per day. Physical education teachers can carry a load of 200 pupils a day, whereas English teachers should be responsible for no more than 100 pupils. It is possible that a few teachers of advanced academic electives in the senior high school may also have somewhat smaller pupil loads. A professional librarian should be responsible for no more than 750 pupils.

Duties of teachers which are peripheral to the main task of teaching should be minimized and constantly re-evaluated. No other duty takes precedence over classroom instruction.²

According to the Association for Supervision and Curriculum Development of the National Education Association a school should be staffed with teachers prepared for junior high school teaching and devoted to junior high school age students.³

¹William T. Gruhn and Harl R. Douglass, The Modern Junior High School (Second edition; New York: The Ronald Press Company, 1956), p. 360.

²Conant, op. cit., p. 34.

³National Education Association, loc. cit.

Facilities. Facilities should be of moderate size for early adolescents. A well-stocked library staffed by a professional librarian is necessary for library facilities adequate enough for junior high school age adolescents. To provide proper curriculum offerings it is necessary to provide ample laboratory and workshop facilities at the junior high school level.¹

In a study of the junior high school of the future, Smith, Standley, and Hughes advised that a suitable environment was necessary to enable children of the junior high school age to understand and appreciate themselves in relation to physical, economic, social, and spiritual aspects of the world in which they live. These objectives could be met if adequate school plants were planned to further the realization of educational objectives.²

The type of facilities needed for the junior high school as stated by Conant are important:

The following facilities are needed as a bare minimum, (1) a well-stocked library; (2) a gymnasium with locker rooms and showers; (3) specially equipped home economics room for girls and industrial arts room for boys; (4) an auditorium and assembly space for at least half the student body; (5) cafeteria space for at least one-third of the student body. Desirable as well are special art, music, and science rooms; however, it is possible to use portable equipment in these subjects.³

¹Ibid.

²Smith, Standley, Hughes, op. cit., pp. 449-450.

³Conant, op. cit., p. 31.

The type of facilities needed for junior high school use as cited by the Iowa State Department of Public Instruction, included special attention to language arts, mathematics, science, and social studies. Exploratory experiences in special areas such as art, homemaking, and industrials required special facilities.¹

Organization. Unique to American education was the organizational pattern which allowed boys and girls in the junior high school to have a program designed especially for them. Various forms and patterns of organization of this age group were possible. The two year junior high school included grades 7 and 8. A six year junior-senior high school included grades seven-twelve. The type of pattern which was most prevalent was the three year junior high school for grades 7, 8, and 9. As pointed out by Maybee, "In terms of growth and development the junior high school of grades 7, 8, and 9 provides the best type of educational environment."²

Conant had previously stated that the three year

¹Iowa State Department of Public Instruction, op. cit., p. 2.

²G. D. Maybee, "What Do We Believe About Grades to be Included, Desirable Size, Appropriate Locations, and the Facilities for Junior High School," The Bulletin of the National Association of Secondary-School Principals, XLVI (October, 1962), 5-7.

junior high school offered advantages to the adolescent in the twelve to fifteen year age group.¹ The Iowa State Department of Public Instruction has recommended the six-three-three type of system.²

Scheduling. According to Kelly a daily schedule should attempt to meet the needs of the student and requires the close coordination of efforts among teachers, administrators, counselors, students, and the curriculum co-ordinators.³ Conant stated:

The daily class schedule should be sufficiently flexible to avoid the necessity for pupils to make choices between, for example, science and foreign languages. I prefer a seven period day or the equivalent; otherwise it is difficult to pay attention to the varying needs of children with different abilities.⁴

Block of time scheduling to enable one teacher to know the pupils well because he meets fewer of them for a longer period of time was recommended by Conant.⁵ The

¹Conant, op. cit., pp. 41-45.

²Iowa State Department of Public Instruction, op. cit., p. 1.

³S. L. Kelly, "What Procedures and Techniques Assure a Good Schedule for the Individual Student in the Junior High School?" The Bulletin of the National Association of Secondary-School Principals, Vol. XLII (April, 1958), 48-51.

⁴Conant, op. cit., p. 24.

⁵Ibid., p. 23.

National Education Association also reported on block of time scheduling by claiming that a junior high school needs to offer block of time instruction each year for the three years so that one teacher will have a group of children for a substantial period of time. If any junior high school is to offer an adequate program of instruction it is necessary to maintain a flexibility of scheduling.¹

The Iowa State Department of Public Instruction recommended straight departmentalization, the block of time, and also the block of weeks type of scheduling because evidence indicated that the trend was towards a combination of all three of these types, with the block of time increasingly being given more consideration.²

Kelly in an article on scheduling evaluated the situation as follows: "At best, the modern junior high school leaves much to be desired in the matter of functioning to satisfy the needs of all of the students to 'life adjustments'."³

Summary of literature. The survey of literature provided information concerning curriculum, staff, facilities, organization, and scheduling. The curriculum of the junior

¹National Education Association, loc. cit.

²Iowa State Department of Public Instruction, op. cit., p. 18.

³Kelly, op. cit., p. 48.

high school should provide a general education designed to meet the needs of today's youth. English, social studies, mathematics, science, and foreign language should be the basic curriculum. A provision for music, physical education, home-making, and industrial arts should also be a part of the total program. The role of the curriculum in junior high school should help the student learn how to meet modern life adjustment problems. If the curriculum is to be properly presented to the students, a well trained staff is necessary to execute duties and obligations. A junior high school teacher should have specific training in the area of the junior high school. Any member of a junior high staff should understand students of this age group. To meet the physical needs of students proper facilities are necessary. There must be facilities for basic and exploratory experiences. The organization of the junior high school is an important factor in meeting the needs of this age group. In all the literature presented, recommendations were made for the use of a six-three-three type of organizational pattern. In today's junior high school, proper scheduling is necessary to complete the program for the early adolescent. The most important part of scheduling is that it remains flexible enough to offer a complete program for the early adolescent.

CHAPTER II

THE PROGRAMS OF TEN JUNIOR HIGH SCHOOLS OF IOWA

I. INTRODUCTION

This chapter will present the development of an interview questionnaire, the schools selected, and the data collected from the personal interviews for the purpose of developing an operational three year junior high school at Ankeny, Iowa.

II. METHOD OF SECURING DATA

In constructing an interview questionnaire for use in gathering information from principals of junior high schools, Ankeny Junior High School classroom teachers and school administrators were consulted; and related studies on the junior high school were examined. A preliminary questionnaire was developed and presented to George Hart, past principal of Ankeny High School; Warren Nixon, principal of James Callanan Junior High School, Des Moines, Iowa; and to Arthur C. Anderson, Director of Instructional Research and Publication, State Department of Public Instruction in the state of Iowa for criticism and suggestions. The preliminary questionnaire was then revised and reproduced for use. See Appendix B.

Basis for selection of schools. Ten junior high schools were selected on the basis of comparable size of schools, driving distance from Ankeny, and from the suggestions of the three men who helped by criticising the questionnaire.

Personal interview report. A personal interview was held with the principal of each school. A long distance telephone call was made to the principal of each school to plan a conference date. The ten personal interviews were planned and held between July 3rd, and July 17th, 1963. The personal interview questionnaire was used for each conference, and responses were recorded.

III. PROGRAMS OF TEN JUNIOR HIGH SCHOOLS

Communicative skills. Approaches to the communicative skills curriculum varied in the ten schools as shown in Table I. In the 7th grade language arts was taught as a subject for two semesters in seven schools and one semester in one school, while reading was given in five schools. The table indicates at the 8th grade level an almost identical pattern with nine schools offering language arts, eight for two semesters and one for one semester. At the 9th grade level language arts was offered in all but one of the ten schools.

TABLE I

NUMBER OF SCHOOLS AND NUMBER OF SEMESTERS OF COMMUNICATIVE
SKILLS OFFERED IN TEN CENTRAL IOWA SCHOOLS,
1962-1963

Grade	Subject	Number of Schools	
		One Semester	Two Semesters
7th Grade	Spelling	1	2
	Literature	0	1
	Reading	1	5
	Grammar	0	1
	Language arts	1	7
8th Grade	Spelling	1	0
	Literature	0	2
	Reading	2	2
	Grammar	0	0
	Language arts	1	8
9th Grade	Spelling	0	0
	Literature	0	1
	Reading	0	0
	Grammar	0	0
	Language arts	0	9

Foreign language. Foreign language differed in the ten schools as shown in Table II. Most of the schools did not offer any foreign language in the 7th or 8th grades. Foreign language was most often offered at the 9th grade level with Latin offered most frequently.

Social studies curriculum. Social studies courses taught varied more than any other area of the curriculum as

TABLE II

NUMBER OF SCHOOLS AND NUMBER OF SEMESTERS OF FOREIGN
LANGUAGES OFFERED IN TEN CENTRAL IOWA SCHOOLS,
1962-1963

Grade	Subject	Number of Schools	
		One Semester	Two Semesters
7th Grade	German	0	0
	Latin	0	0
	French	0	1
	Spanish	0	1
8th Grade	German	0	0
	Latin	0	2
	French	0	0
	Spanish	0	1
9th Grade	German	0	0
	Latin	0	6
	French	0	1
	Spanish	0	3

shown in Table III. In the 7th grade geography was offered in all schools for at least one semester and for two semesters in nine of the ten. In 8th grade United States history was offered in eight schools, four schools for one semester and four schools for two semesters. Only five of the ten schools offered Iowa history, three for one semester and two for two semesters. The social studies curriculum at the 9th grade level included the greatest number of any one area of subjects taught.

TABLE III

NUMBER OF SCHOOLS AND NUMBER OF SEMESTERS OF SOCIAL STUDIES
COURSES OFFERED IN TEN CENTRAL IOWA SCHOOLS,
1962-1963

Grade	Subject	Number of Schools	
		One Semester	Two Semesters
7th Grade	Geography	1	9
	Iowa history	1	0
	United States history	0	0
	Civics	0	1
	Current events	0	0
	World history	0	0
	Social studies	0	0
	Community living	0	0
8th Grade	Geography	0	0
	Iowa history	3	2
	United States history	4	4
	Civics	1	0
	Current events	0	0
	World history	0	0
	Social studies	0	0
	Community living	0	0
9th Grade	Geography	0	0
	Iowa history	1	0
	United States history	0	2
	Civics	0	2
	Current events	1	0
	World history	0	1
	Social studies	0	1
	Community living	0	1

Mathematics curriculum. There was consistency among the schools in the mathematics curriculum as shown in Table IV. In all ten schools general mathematics was the only course

TABLE IV

NUMBER OF SCHOOLS AND NUMBER OF SEMESTERS OF MATHEMATICS
COURSES OFFERED IN TEN CENTRAL IOWA SCHOOLS,
1962-1963

Grade	Subject	Number of Schools	
		One Semester	Two Semesters
7th Grade	General math	0	10
	Business math	0	0
	Algebra	0	0
	Geometry	0	0
8th Grade	General math	0	10
	Business math	0	0
	Algebra	0	1
	Geometry	0	0
9th Grade	General math	0	8
	Business math	0	0
	Algebra	0	10
	Geometry	0	1

given in the 7th grade. In the 8th grade general mathematics was offered in all schools and algebra in one. Algebra or general mathematics was offered at the 9th grade level in all schools. Geometry was taught to 9th grade students in one school.

Science curriculum. There was little variation among the schools in the science curriculum as shown in Table V. In both the 7th and 8th grades general science was offered in all but one school. Seven of the ten schools offered

TABLE V
NUMBER OF SCHOOLS AND NUMBER OF SEMESTERS OF SCIENCE
COURSES OFFERED IN TEN CENTRAL IOWA SCHOOLS,
1962-1963

Grade	Subject	Number of Schools	
		One Semester	Two Semesters
7th Grade	General Science	2	7
	Earth science	0	0
	Biology	0	0
	Health	1	0
	Life science	0	1
	Physical science	0	0
8th Grade	General science	1	8
	Earth science	0	0
	Biology	0	0
	Health	0	0
	Life science	0	1
	Physical science	0	0
9th Grade	General science	0	7
	Earth science	0	1
	Biology	0	2
	Health	0	0
	Life science	0	0
	Physical science	0	3

general science in 9th grade. Other science courses included earth science, biology, and physical science.

Enrichment courses. The number of enrichment courses and the number of semesters taught varied in the ten schools as shown in Table VI. In the 7th and 8th grades art was offered one semester in six schools. In the 7th grade art

TABLE VI

NUMBER OF SCHOOLS AND NUMBER OF SEMESTERS OF ENRICHMENT
COURSES OFFERED IN TEN CENTRAL IOWA SCHOOLS,
1962-1963

Grade	Subject	Number of Schools	
		One Semester	Two Semesters
7th Grade	Art	6	3
	Homemaking	3	2
	Industrial arts	3	1
	Physical education	0	10
	Driver education	0	0
	Vocational agriculture	0	0
	Business typing	0	0
	Personal typing	2	0
	Vocal music	2	8
	Band	0	10
	Orchestra	0	1
8th Grade	Art	6	1
	Homemaking	7	2
	Industrial arts	7	2
	Physical education	0	10
	Driver education	0	0
	Vocational agriculture	0	0
	Business typing	0	0
	Personal typing	2	0
	Vocal music	1	9
	Band	0	10
	Orchestra	0	1
9th Grade	Art	0	5
	Homemaking	1	9
	Industrial arts	0	10
	Physical education	0	10
	Driver education	3	0
	Vocational agriculture	0	5
	Business typing	0	1
	Personal typing	1	3
	Vocal music	0	10
	Band	0	10
	Orchestra	0	1

was offered for two semesters in three schools. In the 8th grade only one school offered two semesters of art. In the 9th grade art was a two semester course in five of the ten schools.

Homemaking in the 7th grade was offered in five schools, three for one semester and two for two semesters. In all but one school homemaking was offered for one semester in the 8th grade. At the 9th grade level homemaking was offered in all ten schools, nine of which offered it for two semesters.

Two semesters of physical education was required of all students in the 7th, 8th, and 9th grades in each of the ten schools.

Three schools offered driver education at the 9th grade level for one semester.

Vocational agriculture was not offered in any of the ten schools at the 7th and 8th grade levels, but it was offered in the 9th grade in five schools for two semesters.

Business typing was not offered in the 7th and 8th grades and was offered in one school only at the 9th grade level for two semesters. Personal typing was offered in the 7th and 8th grades for one semester in two schools. Personal typing was offered in 9th grade at four of the schools, three of which offered it for two semesters and one for one semester.

Vocal music was offered in the 7th grade, eight schools giving two semesters at this level, two for one semester. In the 8th grade music was offered for two semesters in all but one school. In the 9th grade all ten schools offered two semesters of vocal music. Band was offered by all ten schools at all three grade levels for two semesters. There was one school which offered orchestra as part of the curriculum.

Extra-class activities. Extra-class activities were part of the curriculum in all ten schools as shown in Table VII. Various types of clubs were offered at all three grade levels with a noticeable increase in number for the 9th grade. The basic curriculum often determined whether clubwork was offered for the 7th and 8th grades. For example, Future Farmer's of America was offered only at the 9th grade level as shown in Table VII. All ten schools had some type of intramural sports program. Intramural sports were given in nine of ten schools for the 7th grade and eight of ten for the 8th grade with a definite decrease seen in the 9th grade. Eight schools participated in interscholastic sports at the 7th grade level and nine schools at the 8th and 9th grade levels.

All ten schools had some form of student council with representation from all three grade levels.

TABLE VII
 NUMBER OF SCHOOLS AND NUMBER OF ACTIVITIES OFFERED
 IN TEN CENTRAL IOWA SCHOOLS,
 1962-1963

Grade	Activities	Number of Schools
7th Grade	Clubs	6
	Intramural sports	9
	Interscholastic sports	8
	Student Council	10
	Future Business Leaders	0
	Future Farmers of America	0
	Future Homemakers of America	0
	Future Nurses of America	1
	Future Teachers of America	1
	Girls Recreation Association	3
8th Grade	Clubs	7
	Intramural sports	8
	Interscholastic sports	9
	Student Council	10
	Future Business Leaders	0
	Future Farmers of America	0
	Future Homemakers of America	2
	Future Nurses of America	1
	Future Teachers of America	1
	Girls Recreation Association	3
9th Grade	Clubs	10
	Intramural sports	6
	Interscholastic sports	9
	Student Council	10
	Future Business Leaders	1
	Future Farmers of America	5
	Future Homemakers of America	5
	Future Nurses of America	2
	Future Teachers of America	1
	Girls Recreation Association	5

Staff. All ten principals reported having personnel employed beyond the classroom teachers and administrators. Ten schools had guidance personnel employed for partial use in junior high school. Two of ten schools employed a curriculum co-ordinator who served the entire school district.

Classroom teacher supervisors were employed in three schools. In seven schools the principal was the classroom supervisor. A full-time secretary was employed in nine of the ten schools and the other school employed a part-time secretary. Four of the ten schools employed a part-time secretary in addition to a full-time secretary. Nine principals reported a secretary was available to help the teachers with clerical work. One school did not employ a school nurse and one school did not have a librarian.

Classroom teachers. The size of the teaching staff depended on the size of the school district and the number of pupils enrolled in 7th, 8th, and 9th grades. In nine of ten schools more men than women were employed. Each principal reported that better discipline could be maintained with men teachers.

Pupil-teacher ratio. There was a great difference reported on pupil-teacher ratio. Pupil-teacher ratio was determined by classroom teachers and number of students per

classroom. The ratio ranged from seventeen to one to twenty-seven to one. The mean pupil-teacher ratio was twenty-three to one as shown in Table VIII.

TABLE VIII
NUMBER OF MEN, WOMEN AND PUPIL-TEACHER RATIO
IN TEN CENTRAL IOWA SCHOOLS,
1962-1963

School	Number of Men	Number of Women	Pupil-teacher ratio
A	5	4	22-1
B	11	7	25-1
C	19	14	27-1
D	10	8	26-1
E	22	6	17-1
F	15	14	22-1
G	9	5	25-1
H	25	21	27-1
I	7	3	20-1
J	12	15	22-1

Available facilities. Types of facilities available for use varied. School facilities were shared with senior high schools in five of ten schools. The remaining five schools had their own facilities. In five schools junior high facilities had been high school facilities. Four schools occupied buildings originally built for junior high school use. One school was in a new building for a combined junior and senior high school.

In ten junior high schools industrial arts shop,

vocational agriculture shop, homemaking room, vocal music room, band room, library, physical education gym, sick room, storage-teacher supplies, guidance office, and principal's office were provided as shown in Table IX. Six of ten schools had typing rooms. Five had a room for large group instruction. All but one had lockers for physical education and hall lockers for the students. Nine of the ten schools had science laboratories and the remaining school had portable laboratory equipment. Eight of the ten had an art room and nine of the ten had an auditorium available. All but one school had an outdoor play area. Eight of the ten schools had a special education room. Five schools had an audio-visual room and the remaining five had equipment available for use in the classrooms. Two principals reported having student lounges and three other principals indicated a desire for a student lounge. Eight of the ten schools had a dining area. One principal reported that the students ate in the classrooms. In one school the students ate in the hallway. A teachers' lounge and a teachers' workroom were available in eight schools. All but one school had a study hall. One principal reported having a foreign language laboratory. Five schools had a television room for instruction.

Scheduling. Five of the ten schools used a straight departmentalization type of schedule. The remaining five

TABLE IX
FACILITIES AVAILABLE FOR USE IN TEN
CENTRAL IOWA SCHOOLS,
1962-1963

Facilities	Number of Schools
Industrial arts shop	10
Vocational agriculture shop	10
Homemaking room	10
Typing room	6
Large group instruction room	5
Vocal music room	10
Band room	10
Locker room for physical education	9
Hall lockers for students	9
Library	10
Science laboratory	9
Art room	8
Auditorium	9
Physical education gym	10
Outdoor play area	9
Special education room	8
Audio-visual room	5
Student lounge	2
Dining area	8
Teachers lounge	8
Teachers work room	8
Sick room	10
Storage-teachers supplies	10
Guidance office	10
Principals office	10
Study hall room	9
Foreign language laboratory	1
Television room for instruction	5

used a departmentalization in combination with a block of time schedule, using the block of time at the 7th and 8th grade levels with straight departmentalization in the 9th grade.

The number of periods in the school day varied from six to eleven as shown in Table X. Five schools were organized on a six period day. In three of these the principals expressed a desire to change to a seven period day. Four of the schools had a seven period day. One school had an eleven period day which included a period for intramural and interscholastic sports activities. The principal explained that the eleven period day used module scheduling in which some periods were twenty minutes in length and some were fifty-five minutes in length.

TABLE X

NUMBER OF CLASS PERIODS, NUMBER OF MINUTES IN EACH CLASS PERIOD, NUMBER OF MINUTES ALLOWED BETWEEN EACH CLASS PERIOD AND TYPE OF CLASS SECTION GROUPING
IN TEN CENTRAL IOWA SCHOOLS,
1962-1963

School	Number of Class Periods	Minutes per Class Period	Minutes Allowed Between Class Periods	Type of Class Grouping
A	6	60	3	Alphabetical grouping
B	11	20-55	3	Ability grouping
C	7	50	4	Achievement grouping
D	6	57	3	Ability grouping
E	6	57	3	Alphabetical grouping
F	6	57	3	Selected grouping
G	6	57	3	Alphabetical grouping
H	7	50	3	Ability grouping
I	7	55	2	Ability grouping
J	7	53	3	Ability grouping

The number of minutes in each class period varied from twenty to sixty minutes. Two schools had fifty minutes in each period; one school had fifty-three minutes in each period; two schools had fifty-five minutes with one school varying from twenty to fifty-five minutes; four schools had fifty-seven minutes; and one school had sixty minutes in each period. The mean time was fifty-five minutes.

The length of the school day and the number of periods in the day were the two main factors in determining the number of minutes in each class period. In eight of the ten schools the interval between classes was three minutes; in one school four minutes; and in one school two minutes.

Class section grouping. Some type of pupil grouping was practiced in all ten schools. Ability grouping was reported in five of the ten schools. Items used for ability grouping included reading tests, intelligence quotients, science tests, mathematics tests, achievement tests, and teacher evaluation.

One principal reported pupil groupings based entirely on achievement in each academic subject the student had taken in school. In one school students were grouped according to the subjects they wanted to take. To take algebra a C average in mathematics was necessary. In the three remaining schools groupings were determined by alphabetical order of last names of pupils.

Summary. Curriculum offerings in the communicative skills varied slightly. Communicative skills were referred to as the language arts program in most of the ten schools. Foreign languages were offered in all ten schools with more than half of the schools allowing students to take a foreign language in the 9th grade. Social studies followed a pattern of 7th grade geography, and 8th grade United States history and Iowa history. Social studies varied considerably at the 9th grade level. Mathematics was offered in the ten schools with general mathematics offered at the 7th and 8th grade levels, and general mathematics and algebra at the 9th grade level. General science was offered in the 7th and 8th grades in all ten schools with general science, biology, earth science, and physical science offered at the 9th grade level. Enrichment courses did vary in the ten schools. However, the following courses were most often offered: art, homemaking, industrial arts, physical education, vocational agriculture, vocal music, and band. Clubwork and sports comprised most of the extra-class activities in junior high school. Reported information showed that many people compose the school staff. The staff included classroom teachers, principals, guidance personnel, classroom teacher supervisors, curriculum co-ordinators, librarians, and school secretaries. Considerable variation existed in

the facilities available in each of the ten schools.

Scheduling in the ten schools differed. Some schools used straight departmentalization, some block of time, and some used a combination of both.

CHAPTER III

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

Statement of the problem. In 1964-1965, the Ankeny Junior-Senior High School was divided into separately operated and administered junior and senior high schools. The purpose of this study was to plan a three year junior high school consisting of grades 7, 8, and 9. For such a study it was necessary to formulate and plan (1) curriculum, (2) staff, (3) facilities, (4) organization, and (5) schedule for Ankeny Junior High School.

Statement of procedure. The study of this problem involved four separate and distinct procedures. A survey of literature was made to determine curriculum and schedules proposed by writers in the fields of school organization and administration. An interview questionnaire was developed for gathering information on (1) curriculum, (2) staff, (3) facilities, (4) organization, and (5) schedule for the Ankeny Junior High School and copies were presented to the respective junior high administrators before each interview. A survey of the local Ankeny Community School District records related to the study of the junior high school was

made. The resulting information was organized, presented, and used in planning the junior high school for 1964-1965.

II. SUMMARY OF THE LITERATURE AND RESEARCH

Curriculum. Writers in education agreed that the junior high school student should be treated as an individual and not as a small segment of a large group. They also agreed that the junior high school program must be constantly reevaluated in order to maintain the best type of program for this age group. Junior high school youth have needs directly related to adolescence so it became the responsibility of the school to help satisfy these needs and to provide a proper curriculum. Educators generally agreed that certain basic subject matter courses should be required of junior high students. These courses included communicative skills, social studies, mathematics, and science. Enrichment courses, including physical education, homemaking, industrial arts, art, vocal music, and band, should be offered whenever possible.

The survey of the programs of ten schools in Iowa showed the following information concerning curriculum. Some type of communicative skills was offered in all ten schools. The program was usually referred to as the language arts program. A few schools divided the program into the areas

of spelling, literature, reading, and grammar. There was no specific agreement concerning foreign language programs in the junior high school; however, foreign language was available in all ten schools. Latin was most often offered; Spanish and French ranked next.

Writers agreed that social studies should be part of the junior high school curriculum with geography and history as the most frequently offered areas. The survey of the selected schools showed geography was offered at the 7th grade level and United States history in the 8th grade. The 9th grade program varied with courses offered in Iowa history, United States history, civics, current events, world history, social studies, and community living.

Mathematics was a consistent part of the curriculum. The ten curriculums showed general mathematics was offered at the 7th and 8th grade levels. In 9th grade general mathematics or algebra was offered. Writers in the field of education said that science should be part of the curriculum. It was shown in the review of ten schools that general science was most often offered to students of all three grade levels.

Agreement did exist in the literature concerning extra-class activities. The survey showed that clubs were offered in ten schools at all three grade levels. The information

also showed that intramural and interscholastic competition was offered at all three grade levels. There was a student council in each of the ten schools with representatives from all three grade levels comprising the council.

Staff. Leading educators concurred that specially trained teachers were essential for the type of teaching required for junior high school youth. The survey of ten schools indicated that, in addition to classroom teachers, there was a full time secretary employed to help the principal and teachers. Others on the staff included school nurse, librarian, guidance personnel, and curriculum co-ordinator.

Facilities. Proper facilities were necessary to insure a modern instructional program for the junior high school student. In ten schools the following facilities were available: regular classrooms, industrial arts shop, vocational agriculture shop, homemaking room, vocal music room, band room, library, physical education gym, sick room, storage-teacher supplies, guidance office, and principal's office. The following facilities were available in the majority of schools: large group instruction room, lockers, science laboratories, art room, auditorium, outdoor play area, special education room, and an audio-visual room. A teachers' lounge and work room was available in most schools. One half

of the schools had facilities for television instruction.

Organization. Writers in the area of school administration stated that a six-three-three type of organizational pattern for junior high school offered the best type of program for the early adolescent. All ten schools used in this study were based on a six-three-three type of organizational pattern.

Scheduling. The most important factor concerning scheduling was the fact that flexibility should exist in the schedule to meet the needs of the student. Educational leaders generally agreed that straight departmentalization should be used at the junior high school level. They also generally agreed that some block of time scheduling be used. In the programs of the schools surveyed all ten used straight departmentalization. Five of the schools used block of time scheduling in combination with straight departmentalization at the 7th and 8th grade levels. There was no general agreement in the literature regarding the number of periods in the school day or the number of minutes in each period. In the school programs studied, the number of periods and length of periods varied to fit the program of the individual school. The majority of the schools were operating on a six or seven period day.

III. CONCLUSIONS

Curriculum. The junior high school curriculum should meet the needs of the early adolescent with the program revolving around the individual student and not the group. A communicative skills type of program called the language arts program should be required of 7th, 8th, and 9th grade students and should include work in the areas of spelling, literature, reading, and grammar.

A social studies program should be part of the junior high school curriculum as a required subject for 7th, 8th, and 9th grade students. In the area of mathematics, general mathematics should be offered at the 7th and 8th grade levels and general mathematics or algebra offered at the 9th grade level.

Science should be included in the curriculum with general science being offered at all three grade levels. In a concept of modern education, enrichment courses as well as extra-curricular activities are essential in a balanced curriculum. These courses should include physical education, industrial arts, homemaking, art, vocal music, band, and vocational agriculture. Extra-class activities could include clubs, intramural athletics, interscholastic athletics, and student council.

Staff. Teachers on the junior high school teaching staff should have special training to be able to understand and work with the early adolescent. Other personnel should be employed by the school district such as secretary, school nurse, librarian, and guidance personnel.

Facilities. The best facilities possible should be available to the junior high school student to allow the best possible program to be pursued. These facilities should include equipment for communicative skills, social studies, mathematics, science, industrial arts, homemaking, vocal music, band, art, and physical education. Special facilities should be library, sick room, storage for teacher supplies, teachers' lounge and work room, large group instruction room, student lockers, and an audio-visual room.

Organization. A six-three-three type of organizational pattern should be used for a good junior high school program.

Scheduling. The one factor that should exist in scheduling at the junior high school level is flexibility. A straight departmentalization type of schedule should be used at the junior high school level.

IV. RECOMMENDATIONS

Based on conclusions from the literature and the re-

search of the study, the following are recommendations concerning: (1) curriculum, (2) staff, (3) facilities, (4) organization, and (5) scheduling. These recommendations were made to be applicable to the Ankeny Junior High School program.

Curriculum. The needs of the early adolescent should determine the type of program established in the junior high school. The basic subjects which should be the main core of the curriculum are communicative skills, social studies, mathematics, and science. Enrichment courses should be part of the junior high curriculum such as physical education, homemaking, industrial arts, art, vocal music, and band.

The communicative skills part of the curriculum should be referred to as the language arts program which should be required of 7th, 8th, and 9th grade students.

Social studies should include geography at the 7th grade level and United States history at the 8th grade level. Mathematics should include general mathematics required at the 7th and 8th grade levels. General mathematics or algebra should be required at the 9th grade level. General science should be required at the 7th, 8th, and 9th grade levels.

Physical education should be required in all three grade levels. Industrial arts and homemaking can be offered

as required subjects in 7th and 8th grades. These two subjects should be offered as elective courses in 9th grade. Art should be required at the 7th and 8th grade levels and be an elective at the 9th grade level. Vocal music should be required in 7th and 8th grades but should be an elective in 9th grade. Band should be elective in all three grades. Vocational agriculture should be offered at the 9th grade level as an elective.

A complete well planned intramural program of athletics for all three grade levels should be part of the curriculum. However, it is recommended that a further study be made of interscholastic athletics in junior high school.

A student council should be included in school with student representatives from all three grade levels.

Staff. New teachers hired to be part of the junior high school faculty should have training designed to meet the needs of junior high school age students. The complete personnel should include full time secretary, school nurse, librarian, and guidance personnel.

Facilities. The best facilities available should be part of the junior high school. Recommendations should include ample classroom space capable of supporting a program for basic curriculum requirements; special facilities for

science, industrial arts, homemaking, physical education, vocal music, band, and art. Other important facilities are library, sick room, storage for teacher supplies, and teachers' lounge and work room. In addition there should be a large group instruction room, student lockers for personal goods and physical education, and an audio-visual room.

Organization. The junior high school should be a six-three-three type of organizational pattern.

Scheduling. The junior high school schedule should be a straight departmentalization that allows flexibility. Further study should be made concerning block of time scheduling at the junior high school level. It is recommended that a seven period day be used. Specific recommendations concerning Ankeny Junior High School are in Appendix C.

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APPENDIXES

APPENDIX A

PRINCIPALS INTERVIEWED

Adair-Casey Junior High School, Adair, Iowa. Melvin Wishman,
Junior High School Principal.

Ballard Community Junior High School, Huxley, Iowa. Harvey
Petersen, Junior High School Principal.

Clarion Independent Junior High School, Clarion, Iowa.
Hermey Shultz, Junior High School Principal.

Grinnell Community Junior High School, Grinnell, Iowa.
Bill Weeks, Junior High School Principal.

Iowa Falls Junior High School, Iowa Falls, Iowa. John F.
Matters, Junior High School Principal.

Knoxville Junior High School, Knoxville, Iowa. Kenneth Hook,
Junior High School Principal.

Montezuma Junior High School, Montezuma, Iowa. Raymond
Garton, Junior High School Principal.

Nevada Junior High School, Nevada, Iowa. Gerald McGreevy,
Junior High School Principal.

Newton Junior High School, Newton, Iowa. Joseph Becker,
Junior High School Principal.

Woodside of Saydel Junior High School, Des Moines, Iowa.
Wayne Davenport, Junior High School Principal.

APPENDIX B

INTERVIEW QUESTIONNAIRE

School _____ Principal _____

1. Which type of schedule is being used in your school?

- 1. Block of time _____
- 2. Block of weeks _____
- 3. Straight departmentalization _____
- 4. Combination of the above _____
- 5. Other _____

2. How many class periods are in your school day?
_____3. How many minutes are in each class period?
_____4. How many minutes are allowed between each class period?
_____5. How is each class section grouped?

6. Which of the following facilities are available for use in your junior high school?

- 1. Industrial arts shop _____
- 2. Vocational agriculture shop _____
- 3. Homemaking room _____
- 4. Typing room _____
- 5. Large group instruction room _____
- 6. Vocal music room _____
- 7. Band room _____
- 8. Locker room for physical education _____
- 9. Hall lockers for students _____
- 10. Library _____
- 11. Science laboratory _____

12. Art room
13. Auditorium
14. Physical education gym
15. Outdoor play area
16. Special education room
17. Audio-visual room
18. Student lounge
19. Dining area
20. Teachers lounge
21. Teachers work room
22. Sick room
23. Storage-teachers supplies
24. Guidance office
25. Principals office
26. Study hall room
27. Foreign language laboratory
28. TV room for instruction
29. Other

7. Which of the following personnel are employed for the junior high school staff?

1. Guidance personnel
2. Curriculum co-ordinator
3. Supervisor
4. Full-time secretary
5. Part-time secretary
6. School nurse
7. Librarian
8. Other

8. What is the pupil-teacher ratio in your school?

9. How many men are on your staff?

10. How many women are on your staff?

11. How many semesters of each of the following English courses are in the 7th, 8th, and 9th grades?

	1st	2nd	1st	2nd	1st	2nd
1. Spelling	—	—	—	—	—	—
2. Literature	—	—	—	—	—	—
3. Reading	—	—	—	—	—	—
4. Grammar	—	—	—	—	—	—
5. Language arts	—	—	—	—	—	—
6. Other	—	—	—	—	—	—

12. How many periods each week are the following English courses taught in 7th, 8th, and 9th grades?

	7th	8th	9th
1. Spelling	—	—	—
2. Literature	—	—	—
3. Reading	—	—	—
4. Grammar	—	—	—
5. Language arts	—	—	—
6. Other	—	—	—

13. Which of the following courses are part of the foreign language curriculum in 7th, 8th, and 9th grades?

	7th	8th	9th
1. German	—	—	—
2. Latin	—	—	—
3. French	—	—	—
4. Spanish	—	—	—
5. Other	—	—	—

14. How many semesters of each of the following social studies courses are in the 7th, 8th, and 9th grades?

	1st	2nd	1st	2nd	1st	2nd
1. Geography	—	—	—	—	—	—
2. Iowa history	—	—	—	—	—	—
3. U. S. history	—	—	—	—	—	—
4. Civics	—	—	—	—	—	—
5. Current events	—	—	—	—	—	—
6. Other	—	—	—	—	—	—

15. How many periods each week are the following social studies courses taught in the 7th, 8th, and 9th grades?

	7th	8th	9th
1. Geography	—	—	—
2. Iowa history	—	—	—
3. U. S. history	—	—	—
4. Civics	—	—	—
5. Current events	—	—	—
6. Other	—	—	—

16. How many semesters of each of the following mathematics courses are in the 7th, 8th, and 9th grades?
- | | 1st | 2nd | 1st | 2nd | 1st | 2nd |
|------------------|-------|-----|-----|-----|-----|-----|
| 1. General math | ___ | ___ | ___ | ___ | ___ | ___ |
| 2. Business math | ___ | ___ | ___ | ___ | ___ | ___ |
| 3. Algebra | ___ | ___ | ___ | ___ | ___ | ___ |
| 4. Other | _____ | | | | | |
17. How many periods each week are the following mathematics courses taught in the 7th, 8th, and 9th grades?
- | | 7th | 8th | 9th |
|------------------|-------|-----|-----|
| 1. General math | ___ | ___ | ___ |
| 2. Business math | ___ | ___ | ___ |
| 3. Algebra | ___ | ___ | ___ |
| 4. Other | _____ | | |
18. How many semesters of each of the following science courses are in the 7th, 8th, and 9th grades?
- | | 1st | 2nd | 1st | 2nd | 1st | 2nd |
|--------------------|-------|-----|-----|-----|-----|-----|
| 1. General science | ___ | ___ | ___ | ___ | ___ | ___ |
| 2. Earth science | ___ | ___ | ___ | ___ | ___ | ___ |
| 3. Biology | ___ | ___ | ___ | ___ | ___ | ___ |
| 4. Health | ___ | ___ | ___ | ___ | ___ | ___ |
| 5. Other | _____ | | | | | |
19. How many periods each week are the following science courses taught in the 7th, 8th, and 9th grades?
- | | 7th | 8th | 9th |
|--------------------|-------|-----|-----|
| 1. General science | ___ | ___ | ___ |
| 2. Earth science | ___ | ___ | ___ |
| 3. Biology | ___ | ___ | ___ |
| 4. Health | ___ | ___ | ___ |
| 5. Other | _____ | | |
20. Which of the following courses are required or elective in your school?
- | | 7th | 8th | 9th |
|---------------------|-------|-----|-----|
| 1. Art | ___ | ___ | ___ |
| 2. Homemaking | ___ | ___ | ___ |
| 3. Industrial arts | ___ | ___ | ___ |
| 4. Physical ed. | ___ | ___ | ___ |
| 5. Foreign language | ___ | ___ | ___ |
| 6. Driver education | ___ | ___ | ___ |
| 7. Vocational agr. | ___ | ___ | ___ |
| 8. Typing-business | ___ | ___ | ___ |
| 9. Typing-personal | ___ | ___ | ___ |
| 10. Music-vocal | ___ | ___ | ___ |
| 11. Other | _____ | | |

21. How many semesters of the following courses are in the 7th, 8th, and 9th grades?

	1st	2nd	1st	2nd	1st	2nd
1. Art	___	___	___	___	___	___
2. Homemaking	___	___	___	___	___	___
3. Physical ed.	___	___	___	___	___	___
4. Industrial arts	___	___	___	___	___	___
5. Foreign language	___	___	___	___	___	___
6. Driver education	___	___	___	___	___	___
7. Vocational agr.	___	___	___	___	___	___
8. Typing-business	___	___	___	___	___	___
9. Typing-personal	___	___	___	___	___	___
10. Music-vocal	___	___	___	___	___	___
11. Music-band	___	___	___	___	___	___
12. Other	___	___	___	___	___	___

22. How many periods a week are the following subjects taught on the 7th, 8th, and 9th grade levels?

	7th	8th	9th
1. Art	___	___	___
2. Homemaking	___	___	___
3. Physical ed.	___	___	___
4. Industrial arts	___	___	___
5. Foreign language	___	___	___
6. Driver education	___	___	___
7. Vocational agr.	___	___	___
8. Typing-business	___	___	___
9. Typing-personal	___	___	___
10. Music-vocal	___	___	___
11. Music-band	___	___	___
12. Other	___	___	___

23. Which of the following activities are offered as part of the curriculum on the 7th, 8th, and 9th grade levels?

	7th	8th	9th
1. Clubs	___	___	___
2. Music-vocal	___	___	___
3. Music-band	___	___	___
4. Sports-	___	___	___
intramural	___	___	___
interscholastic	___	___	___
5. Student council	___	___	___
6. Future bus. leaders	___	___	___
7. F. F. A.	___	___	___
8. F. H. A.	___	___	___
9. F. N. A.	___	___	___
10. F. T. A.	___	___	___
11. G. R. A.	___	___	___
12. Other	___	___	___

APPENDIX C

RECOMMENDATIONS FOR ANKENY JUNIOR HIGH SCHOOL

The following specific recommendations for the Ankeny Junior High School were made after having surveyed the literature concerning the area studied, after looking at practices and procedures of ten schools, and after examining the local practices and procedures.

Curriculum. A curriculum should be designed to meet the needs of the individual. In the fall of 1964, the following recommendations should be followed to present a proper curriculum to the individual at Ankeny Junior High School:

1. Communicative skills at Ankeny Junior High School will be referred to as the language arts program. Language arts will be required of 7th, 8th, and 9th grade students one period a day for each school day.

2. In the social studies area, a three-year developmental plan is recommended beginning in 1964-1965. The 7th grade program should include one full year of geography taught one period a day for each school day. In 1965-1966, the 7th grade program remains the same with the 8th grade program changing to a complete year of United States history with Iowa history taught at the elementary level. The 8th grade subject should be taught one period a day for each

school day. In 1966-1967, civics should be taught for a year at the 9th grade level one period a day for each school day.

3. General mathematics should be required of 7th and 8th grade students one period a day for the school year. General mathematics or algebra should be required of all 9th grade students.

4. General science should be required of all 7th and 8th grade students one period daily for the school year.

5. The 9th grade students should be given an elective of either biology or earth science.

6. Physical education should be required of all students in the 7th, 8th, and 9th grades twice a week for the entire year.

7. Industrial arts and homemaking should be offered to 7th grade students for a nine weeks course of study meeting one period every day. Industrial arts and homemaking should be required of 8th grade students for one semester with one daily period. Industrial arts and homemaking should be offered as elective courses in 9th grade meeting one period daily for a year.

8. Art should be required of 7th and 8th grade students one period a week for the entire school year.

9. Art should be offered as an elective course in 9th grade.

10. Vocal music should be required of all 7th and 8th grade students one day per week. Vocal music should be an elective course at the 9th grade level.

11. Band should be offered as an elective course of study to all 7th, 8th, and 9th grade students. Band should be held in the morning twice a week before school begins.

12. Vocational agriculture has been offered as an elective course for Ankeny 9th grade students. For the year 1964-1965, five students have signed for this program. Further investigation showed that of the 202 students enrolled in kindergarten for 1964-1965, three came directly from farms. It is therefore recommended that the vocational agriculture program be dropped from the curriculum.

13. Interscholastic sports should be dropped from 7th and 8th grades and a well-developed and directed intramural program be incorporated in the curriculum. Students in 9th grade could compete in interscholastic competition.

14. A student council existed in the junior high school. It was recommended that this group be reorganized for 1964-1965. The student council should have representatives from 7th, 8th, and 9th grades and should seek affiliation with the state organization.

15. The following clubs should be a part of the Ankeny Junior High School: National Junior Honor Society, Science

Club with national affiliation, and Future Homemakers of America.

16. New Clubs should be discouraged from forming unless they are designed with the purpose of meeting individual needs.

Staff. A much larger staff will be needed at Ankeny Junior High School in the fall of 1964. The following recommendations are made for the improvement of the staff:

1. New teachers hired for Ankeny Junior High School should have received specific training for teaching junior high school age children.

2. Classroom teachers should be hired on a 190 day contract for the school year 1964-1965.

3. It is recommended that the following staff be hired for 1964-1965:

Teacher A - 7th grade language arts
 Teacher B - 8th grade language arts
 Teacher C - 9th grade language arts
 Teacher D - 7th and 8th grade reading
 Teacher E - 7th grade social studies
 Teacher F - 8th grade social studies
 Teacher G - 7th grade mathematics
 Teacher H - 8th grade mathematics
 Teacher I - 9th grade mathematics and algebra
 Teacher J - 7th grade science
 Teacher K - 8th grade science
 Teacher L - 9th grade science
 Teacher M - 7th, 8th, and 9th grade boys physical education
 Teacher N - 7th, 8th, and 9th grade girls physical education
 Teacher O - 7th, 8th, and 9th grade homemaking
 Teacher P - 7th, 8th, and 9th grade industrial arts
 Teacher Q - 7th and 8th grade art

Teacher R - 7th, 8th, and 9th grade vocal music
Teacher S - 7th, 8th, and 9th grade band
Teacher T - 7th, 8th, and 9th grade boys guidance
Teacher U - 7th, 8th, and 9th grade girls guidance

4. A full time secretary needs to be hired on a ten month contract.
5. A school nurse should be available at all times for junior high school use.
6. A full time librarian should be hired for junior high school.

Facilities. In the fall of 1964, the present high school facilities will be used by the junior high. Due to this change the following specific recommendations were made concerning facilities:

1. Some of the classrooms provided are not large enough to accommodate the classes. It was suggested that ample size classrooms be provided.
2. The science laboratory apparatus, tables, sinks, gas and water are being moved to the high school. These facilities should be replaced by new laboratory equipment.
3. Industrial arts facilities should remain the same, providing instruction in woodworking, metals, plastics, leather, and photography.
4. Homemaking facilities should remain the same, furnishing proper kitchens, sewing machines, and basic equipment necessary.

5. Proper physical education facilities should be provided. A sliding partition needs to be placed in the middle of the gym for division of boys and girls physical education.

6. In the vocal music room some type of sound proofing material should be placed on the south side of the room to give better separation of physical education classes and music classes.

7. Proper facilities should be furnished for art with storage, running water, sinks, and tables.

8. A library is to be provided for the junior high; however, the majority of the books will be moved to the high school. It was suggested that an adequate amount of money be allotted to buy books for the library.

9. Ankeny is growing rapidly and with this growth the junior high school grows also. By the year 1970, Ankeny Junior High will have a population approaching 1,000 students. It is therefore recommended that plans be formed now for a new junior high school building capable of allowing proper instruction for the individual student.

Organization. A six-three-three type of organizational pattern should be utilized to provide proper education. This organizational pattern should not be used just to solve building needs.

Schedule. The schedule of any school should be designed to meet the needs of the students. In view of this fact the following specific recommendations are made concerning Ankeny Junior High School schedule:

1. The junior high school schedule should be as flexible for students as possible.
2. A complete separation of junior high school and high school schedules should exist.
3. High school teachers should be hired to teach in senior high school and not both senior and junior high school.
4. A straight departmentalized type of schedule should be used.
5. A seven period day should be used with a homeroom before regular classes each day.
6. A thirty minute closed noon hour should be observed.
7. Classes lasting forty-seven minutes with a four minute interval between classes should be used. Classes should begin at 9:00 and school should dismiss at 3:33.
8. Band should be held from 8:15 to 9:00 while regular homeroom periods begin at 8:35 until 9:00.
9. A time schedule has been suggested for Ankeny Junior High School as follows:

Homeroom period	8:35 - 9:00
Period I	9:04 - 9:51
Period II	9:55 - 10:42

Period III	10:46 - 11:53
Period IV	11:57 - 12:24
Noon	12:25 - 1:00
Period V	1:04 - 1:51
Period VI	1:56 - 2:42
Period VII	2:46 - 3:33

10. In order to assign a daily class schedule based on a seven period day, teacher assignments should be made as follows:

<u>Teacher</u>	<u>Teacher Assignments</u>	<u>Planning Periods</u>
A	Five sections 7th grade language arts	two
B	Five sections 8th grade language arts	two
C	Five sections 9th grade language arts	two
D	Three sections 7th grade reading, three sections 8th grade reading	one
E	Five sections geography, one study hall	one
F	Five sections United States history, one study hall	one
G	Five sections 7th grade mathematics, one study hall	one
H	Five sections 8th grade mathematics, one section physical education	one
I	Two sections 9th grade algebra, three sections 9th grade mathematics, one study hall	one
J	Five sections 7th grade science, one study hall	one
K	Five sections 8th grade science, one study hall	one
L	Five sections 9th grade science, one study hall	one
M	All sections 7th, 8th, 9th boys physical education	
N	All sections 7th, 8th, 9th girls physical education	
O	One section 7th grade homemaking, two sections 8th grade homemaking, two sections 9th grade homemaking	two
P	One section 7th grade industrial arts, two sections 8th grade industrial arts, two sections 9th grade industrial arts	two

<u>Teacher</u>	<u>Teacher</u> <u>Assignments</u>	<u>Planning</u> <u>Periods</u>
Q	All sections 7th and 8th grade art	
R	All sections 7th, 8th, and 9th grade vocal music	
S	All 7th, 8th, and 9th grade band students	
T	Handle boys guidance and be on duty half days in the junior high building	
U	Handle girls guidance and be on duty half days in the junior high building.	